



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Best Interest Assessment		
Module Code	UZVSBP-30-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health & Applied Sciences	Field	Health, Community and Policy Studies
Department	HAS Dept of Health & Social Sciences		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Features:</b> Module Entry Requirements: Students must be selected and supported by a local authority DoLS supervisory body. Only qualified and registered social workers, nurses, occupational therapists and psychologists can study this module, as set out in regulations for the Best Interests Assessor (BIA) role within the Deprivation of Liberty Safeguards (DoLS) (2009) amendment to the Mental Capacity Act 2005.</p> <p><b>Educational Aims:</b> This module aims to equip experienced health and social care professionals with the skills and knowledge required for ethical human rights based, mental capacity practice within the statutory legal role of the Best Interests Assessor. See learning outcomes.</p> <p><b>Outline Syllabus:</b> This 30 credit module can be studied at either Level 3 or M and is designed to prepare qualified, registered and experienced health and social care professionals for qualified practice as Best Interests Assessors (BIAs) as set out in regulations for Best Interests Assessor (BIA) role within the Deprivation of Liberty Safeguards (2009) amendment to the Mental Capacity Act 2005. This module will be designed to meet the requirements of the Department of Health and Social Care for an accredited qualifying BIA module so that successful students can apply for annotation as a BIA on the Social Work England register, where relevant. Local authorities have an obligation, as supervisory bodies within the DoLS legal framework, to ensure they have sufficient professional staff qualified in this essential safeguarding role.</p>

## STUDENT AND ACADEMIC SERVICES

Within taught days and structured online learning, students will learn about the challenges and complexities of applying mental capacity and human rights law and policy to practice in the health and social care context with input from experienced practitioners such as lawyers, advocates, supervisory body leads and experienced professionals. Ethical and values informed approaches to contested professional decision making in the context of restrictive care that may necessitate depriving the person of their Article 5 human right to liberty will be explored in large and small group discussions, using case examples drawn from practice and key case law.

Students will draw on their professional practice backgrounds and experience to develop their understanding of safeguarding the human rights of those who lack mental capacity in health and social care planning in a range of settings, including institutional and domestic, and interprofessional decision-making practice contexts. Students will draw on relevant theory, research and the philosophies of ethics and rights to gain critical expertise in the assessment, decision-making, communication and recording required for the BIA role as well as considering how to ensure the rights of people with limited mental capacity can be centred in assessment and decision making about their rights and what is necessary and proportionate to safeguarding them from the risk of harm.

A key element of the module will involve students shadowing and reflecting on the professional practice of those conducting the BIA role with adults subject to DoLS and using these experiences for critical reflection in the module's assessment. This element relies on the support of local authority supervisory bodies to offer these opportunities which must be verified by students on application for the module. Alternative approaches are available for BIA shadowing while access to relevant care settings are restricted due to national public health measures. Students will also participate in a group formative learning experience related to DoLS assessment documentation and decision-making and will receive critique from experienced practitioners which offers the opportunity for peer learning and critical reflection on practice.

**Teaching and Learning Methods:** A variety of approaches will be used including formal lectures, interactive workshops including case study activities, small group discussions and peer-led applied learning building to a presentation with expert feedback. Learning will be a mixture of face-to-face and online in recognition that many students travel some distance to attend teaching.

### Part 3: Assessment

This module is assessed by two components.

Component A is a 15 minute presentation, with 10 minutes for questions, under controlled conditions on a key area of BIA practice prompted by the module teaching, observed BIA practice/BIA interview or both.

Component B is a 3000 word critically reflective written assignment considering the law, ethics and practice required for BIA practice with reference to an Appendix on either one observed BIA assessment, supported by a description of the observed BIA practice as verified by the student's supporting agency, or where BIA practice cannot be observed, an interview with a qualified and practising BIA as verified by the BIA.

By linking the assessments to both the teaching and observed practice, students will have the opportunity to evidence their ability to link their learning to the practice that the role demands and receive detailed academic feedback. The ability to explain the complex BIA role to the assessed person, their carers and other people working with the assessed person in an understandable manner and allowing access to the person's rights, including representation, is a key element of the BIA role which makes an oral element to the assessment a valuable assessment of the student's capability.

Formative assessment includes in-class feedback and peer and tutor feedback on group presentation.

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First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	3000 word assignment based on observed practice
Presentation - Component A	✓	50 %	Oral assessment
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	3000 word assignment based on observed practice
Presentation - Component A	✓	50 %	Oral assessment

### Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	<b>Module Learning Outcomes</b>	<b>Reference</b>
	Critically evaluate the statutory and professional requirements and challenges of applying the Mental Capacity Act 2005, as amended in 2009, other relevant legal frameworks and case law to practice as a Best Interests Assessor (BIA) (Component A and B).	MO1
	Critically analyse the theoretical and research evidence base for professional practice in the BIA role, including maintaining personhood in care, working with other professional perspectives and advocacy, contested decision making and ethical and values based practice (Component A and B).	MO2
	Explore the interpersonal skills required for BIA practice, including engaging people with communication and capacity issues, promoting the assessed person's rights and informing the assessed adult and other lay people of the nature of the BIA role and DoLS in a manner that supports effective ethical, person-centred practice (Component A).	MO3
	Identify how discrimination and oppression can affect decision making with diverse people who may lack mental capacity to make decisions and need restrictive care to keep themselves safe and explore strategies for ensuring that the principles of best interests and less restrictive decision making are kept at the heart of BIA practice (Component A and B).	MO4
	Evidence professional autonomy and the development of evidence informed arguments in decision-making and writing required assessments and reports in the formation of an appropriately assertive professional BIA identity, at an interprofessional and organisational level (Component A and B).	MO5
Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	228
	<b>Total Independent Study Hours:</b>	228
	<b>Scheduled Learning and Teaching Hours:</b>	

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	Face-to-face learning	72
	<b>Total Scheduled Learning and Teaching Hours:</b>	72
	<b>Hours to be allocated</b>	300
	<b>Allocated Hours</b>	300
Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://rl.talis.com/3/uwe/lists/81CA23A5-897B-DFED-B5CC-A3D5ECF24DF1.html?lang=en-GB&amp;login=1">https://rl.talis.com/3/uwe/lists/81CA23A5-897B-DFED-B5CC-A3D5ECF24DF1.html?lang=en-GB&amp;login=1</a></p>	

### Part 5: Contributes Towards

This module contributes towards the following programmes of study: